

Southover Partnership Development Plan 2019-2021

September 2020 Updated school priorities:

Typically, the pupils placed with us school have had significantly disrupted educational histories - our aim is to inspire and empower every young person to flourish. To achieve this,

- Our work at Southover is underpinned by the principles of [attachment theory](#).
- Our intent is to provide a curriculum and education experience that aims to:
 - **Reset for security,**
 - **Recover for wellbeing,**
 - **Rebuild for learning** and
 - **Relaunch for successful adulthood**

In response to our experience of provision under COVID-19 circumstances, there will be many students who have required a phased re-entry and the initial focus for all students will be on

- establishing emotional confidence and resilience
- identifying gaps resulting from the lockdown and adjusting personalised curricula to bridge the gaps

Following on from this, our key priorities for the academic year are:

- Main emphasis is on:
 - Embed practices and planning that aids the aim to Reset-Recover-Rebuild - Relaunch (for mental health and learning)
 - contingency planning for blended learning in the event of local lockdowns and infection on sites
 - Lessons learned from exams process – Assessments must be spot on with robust evidence gathering, moderation and recording

- Life has to go on – we need to re-energise and continue our work on the School Development Plan especially the 3is to include positives from remote learning.
- Strategic plan – work has to be continued but taking implications of managing COVID into account
- OFSTED and ISS compliance and readiness does not slip.

Context/SEF 2019-21:

- The senior leadership team recognise the need to develop a second learning and accreditation pathway for pupils with more communication and cognition and learning complex needs both in our schools and in the Outreach Service. In addition to continuing to develop a curriculum offer as near to mainstream as possible for high attaining pupils, an alternative model, based on topics and projects to encompass broad curriculum with vocational and work experience opportunities.
In addition, senior leaders agreed that;
 - The range of accreditation would need to be expanded to measure progress in this wider curriculum offer.
 - The SEND Gatsby benchmarks and CEIAG opportunities need to be threaded through the new curriculum model for all year groups.
 - Teaching of reading and enjoyment of reading needs to be a priority in the next academic year
 - Assessment model has to allow for the evidencing of progress and impact of non-academic provision and skills development
- Develop a strategic plan to guide the future development of both Home Tuition and SIS to ensure their viability and future compliance.
- Ensure governance secure outstanding levels of accountability and strategic leadership at all levels of the organisation.

Key Priorities and Themes:

Quality of Education:

- Improve current curriculum offered to incorporate a flexible pupil-led and project-base pathway linked to EHCP outcomes: A bespoke curriculum model that gives our pupils the skills, knowledge and confidence to take a full and active role in today's society.
- Establish systems that enable accurate **judgments** to be made about how well pupils are learning and progressing within SOS and the impact of provision.

Behaviour:

Refine the school's therapeutic offer so that all pupils are more ready to engage in learning.

Personal Development:

- Embed SEND Gatsby benchmark across curriculum to ensure all pupils have equal access careers education information and guidance (CEIAG) and that they are well prepared for transitions and life after Southover.

Leadership and Management:

- Develop a staff leadership and CPD model to ensure effective delivery of curriculum for both school and outreach services.
- Meet the challenges of recruiting qualified teachers in identified subject areas through partnership of the TES Institute Straight to Teaching Programme.
- **Integrate** SOS and the Finance and Business team into the wider Partnership under the leadership of the executive head such that accountabilities (including reporting arrangements quality assurance and policies) for SOS replicate those across the service.
- Expand provision for securing staff wellbeing including workload management especially in light of the restructuring.
- Trustees agree priorities for and programme for further developing the governance of the organisation to an outstanding level.
- Develop external links (groups of schools and other institutions) that are mutually enriching.

Key:

Organisation wide	School	Outreach
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Quality of Education						
Objective	Actions	Who	Success Criteria	Resources / cost	Time scale	Monitoring and Evaluation
1. Improve current curriculum offered to incorporate a flexible pupil-led and project-base pathway linked to EHCP outcomes.	<ul style="list-style-type: none"> 6c's Map with pathways Map pathway including vocational and entrepreneurial preparation for adulthood. Visit Shaftesbury School. Plan project/topic approach – identify choice of projects. Expand capacity and accreditation possibilities for the Motor mechanics provision Assessment framework. Audit staff skills – (capital) – personal development (PHSE, RE, SNSC. Develop project planning template. Map Gatsby benchmark elements into projects. Map Preparation for adulthood. Produce Curriculum diagram. Teacher and HLTA deployment across school and outreach. Pilot and evaluation. 	JW, DO with IH, PP, SB	<ul style="list-style-type: none"> Curriculum diagram that reflects 6c's, 3T's, core and extend curriculum, vocational entrepreneurial opportunities, appropriate accreditation links and destinations. Pilot evaluation shows positive impact. Engagement to learning, improve attendance, reduction is ABC's, positive staff and student evaluation. Pupils are better prepared for adulthood. Assessment model that tracks the full curriculum offer including EHCP outcomes. 	0.5 FTE Specialist teacher (£16,197) Phase 1 of Motor mechanics : garage/tools update (£3750)	This action will be spread over 2 years Autumn term 2019 Pilots start Spring 20 Roll out Sept. 20	SIP reviews SLT half-termly monitoring Pupils' work scrutiny EHCP annual reviews Termly Progress reviews

Quality of Education						
Objective	Actions	Who	Success Criteria	Resources / cost	Time scale	Monitoring and Evaluation
2. Ensure that all teaching is excellent; specifically, intent is clear, implementation is effective and the impact (outcomes) are at least good. (see Ofsted framework for criteria)	<ul style="list-style-type: none"> • Deliver further training on an understanding and evidencing the 3 Is. • Lesson observations are used to identify teacher development needs • Review quality of planning format. • Progress outcomes are systematically collected and evaluated. • Sequencing learning linked to EHCP and subject content • Reading. • Working memory – Develop whole school approach. • 	DO with SLT	<ul style="list-style-type: none"> • 		Actions in 2019-20 and embedding in 2020-21	<ul style="list-style-type: none"> •
3. Set in place actions so that teaching is consistently at least good across SOS	<ul style="list-style-type: none"> • Observations of sessions are completed to the same standard and objectivity as observations in other areas of the organisation- and some are externally validated. • Set in place a training programme to develop staff skills (teachers and support staff), especially in SOS, covering baseline assessment, planning, awareness and meeting of teachers standards, awareness of qualifications and apprenticeships 	NW with HS, DO, SB	<ul style="list-style-type: none"> • Each teacher is clear how they can improve their practice. • Training needs are systematically identified through observations, PM and other self-evaluation or monitoring. • CPD is linked to the strategic aims of the 	Lead Practitioner Cost: £19,650	From 10/19	<ul style="list-style-type: none"> • NW and Heather to observe in priority order, identified fixed key members of teachers, then other teachers. • Paired observations to be undertaken with SO Schools Heads to ensure consistency and external validation. • LO/learning walks form part of CPD/Appraisal and Performance Management for staff.

Quality of Education						
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	<p>for students and of expectations of mainstream schools. Where possible integrate this teaching into the training programme available in the school</p> <ul style="list-style-type: none"> Initial CPD focussed on new inspection framework with an emphasis on teaching, learning and assessment e.g. Using the Leuven scale, Gatsby Benchmark elements etc. (ensuring all teachers are confident in planning and assessing as required) Agree across the service what constitutes good progress in the development of pupils' social, emotional and attitudinal skills and capture progress made in these key areas on schoolpod. Improve the assessment process in SOS (including drawing on expertise of others such as speech and language therapists) for pupils new to SOS so it is timely (within 2 weeks). Use this information to set 		<p>organisation and anticipate needs rather than responding to them.</p> <ul style="list-style-type: none"> Assessments are thorough and are used to pitch the teaching accurately Assessment is dynamic and responsive to pupils' changing needs 			<ul style="list-style-type: none"> Reviews with External consultant/SIP Attendance – Tracking Schoolpod Student and parent feedback indicate good progress in relation to ECCP learning objectives Boxhall profile, Lauven Scale, Asdan steps and Gatsby / Career Education, CATs? Information and Guidance Benchmark (CEIAG) Pupil progress evident through work scrutiny. Tracking student progress against EHCP targets, value added from baseline date, summative assessments show improved achievement and outcomes. This to be consistent with SOSchools

Quality of Education						
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	up bespoke programmes of learning and targets for each pupil.		<ul style="list-style-type: none"> Leaders are able to summarise how well targets have been met across the pupils and they use this information to draw conclusions about the quality of teaching 			

Behaviour						
Objective	Actions	Who	Success Criteria	Resources / cost	Time scale	Monitoring and Evaluation
4. Refine the school's therapeutic offer so that all pupils are more ready to engage in learning.	<ul style="list-style-type: none"> Audit therapies and intervention (including social thinking) on offer and their impact. Produce a written mental health strategy – (first aiders). Adapt well-being scale (Leuven scale) introduce, implement and evaluate. 	SB/HOS	<ul style="list-style-type: none"> Improve student engagement. Improve attendance. Reduce ABC's. Increased pupil well-being – Leuven Scale. 	Extra	Audit Autumn.19 Produce strategy: Dec. 19 Implement from Spring 20	ABC records Leuven scale and self – assessments analysis SIP reviews
5. Development of pupils' social & communication skills in SOS provision as a 'gateway' to reintegration to full time education and into their local community	<ul style="list-style-type: none"> Appoint Southover SALT or increase provision from current provider to allow delivery of SALT as part of Outreach package. 	NW with new SALT	<ul style="list-style-type: none"> All staff are aware of the sections on behaviour & attitudes and personal development in the Ofsted framework from September 2019 and the eight criteria in particular in these 2 sections 	Extra SALT provision: £8000 – SOS £3000 - school	By Sept. 2019	Identifying the pathway into fulltime education and monitor working towards SMART targets

Personal Development						
Objective	Actions	Who	Success Criteria	Resources / cost	Time scale	Monitoring and Evaluation
6. Embed SEND Gatsby benchmark across curriculum and ensure all pupils have equal access to careers education information and guidance (CEIAG).	<ul style="list-style-type: none"> Map SEND Gatsby benchmark into year 7 – year 14 curriculum offer. Track each pupil's access to Gatsby and CEIAG – opportunities experienced, personal impact. Develop the knowledge of SOS tutors so they are able to advise pupils on employability, careers and other future options. 	SB with AF and FS	<ul style="list-style-type: none"> All pupils have rich CEIAG offer and criteria. All tutors have accurate and up to date knowledge of options that pupils have. 	AF time	Sept 19 – May 20 Review/evaluate : June 20	Excel spreadsheet – offer/pupil access each year. Provision record over time. Pupil self-evaluation Destination records SIP reviews
7. Transition arrangements prepare students well for life after Southover	<ul style="list-style-type: none"> Survey past pupils and families – how well did we prepare them for adult life? Survey current year 12/13/14 – confidence with transition. Expand supported extended work placement (build on existing successful collaborations) 	HE with AF and JRE	<ul style="list-style-type: none"> Data over time shows that students transition successfully to further education, employment or training 		Surveys – Autumn 19 Expansion and reviews – Sept. 19 – July 20.	Surveys Placement reports ofsted

Leadership and Management

Objective	Actions	Who	Success Criteria	Resources / cost	Time scale	Monitoring and Evaluation
<p>8a. Develop a staff leadership programme.</p> <p>8b. Ensure the CPD model effectively supports the quality of teaching .</p>	<ul style="list-style-type: none"> Develop induction programme for new staff. Develop middle and Senior Leadership skills to deliver the new curriculum (NPQSL). Develop middle leaders' skills to critically evaluate their own areas of responsibility (NPQML) Develop diarised training programme for all staff. Train trustees in new curriculum model. Engagement Learning walks to see curriculum in action. 	<p>8a DO</p> <p>8b JM with KG</p>	<p>All staff and trustees have ownership and commitment of the new curriculum model.</p> <p>Reviews result in "Outstanding" judgements</p>	<p>CPD time</p> <p>Cost of training (AB, JRE, AM) initially by CR (3 half-days - £750)</p>	<p>Sept. 19 – May 20</p> <p>Review June 20</p>	<p>Lesson observations</p> <p>Learning walks SIP reviews</p> <p>Termly Pupil progress and engagement tracking</p>
<p>9a. Meet the challenges of recruiting qualified teachers in identified subject areas through partnership of the TES Institute Straight to Teaching Programme.</p> <p>9b. Improve the recruitment strategies across the organisation</p>	<ul style="list-style-type: none"> SLT, Executive Head and Trustees agree to taking part Key subject areas for recruitment to be identified by SLT - Suitable trainees identified within the organisation through PA process. Budget for programme and recruitment of additional TA's once trainees are qualified. 	<p>9a HE with AB</p> <p>9b. DO with HE & EM</p>	<p>Suitably qualified graduate TAs retained and qualified as teachers working at Southover thus solving some recruitment needs.</p>	<p>Assessment Only route - £3,300</p> <p>Low QTS preparation – £5,400 Medium QTS preparation - £7,200 High QTS preparation - £9,000 Costs could be met in full by</p>	<p>Sept 19 – June 20</p>	<p>Mentor to meet with trainees every 2 weeks and to report to SLT on progress.</p> <p>SLT to evaluate effectiveness of programme with appointed mentor, trainees</p>

Leadership and Management

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	<ul style="list-style-type: none"> Contact other participating schools in N. London to be contacted with regards to day release possibilities 			trainee/ by part contribution from SO/by loan		
10. Integrate SOS and admin team into the wider Partnership under the leadership of the executive head	<ul style="list-style-type: none"> Clarify all roles within the service and the relationship with the school Review the pay policy for staff in SOS ensuring there are agreed progression routes. 	DO, VD, NW	<ul style="list-style-type: none"> Staff survey indicates all staff clear of their respective roles. Staff survey indicates the SOS feel they belong within the school. Accountabilities (including reporting arrangements) for SOS replicate those across the service. 	TBC	June 2019 – Dec. 2019	<p>School Reviews</p> <p>SOS Reviews (with external consultant/SIP)</p>

Leadership and Management

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11. Improve monitoring arrangements across the outreach service including agreeing a calendar of observations, outcomes analysis, work scrutiny etc	<ul style="list-style-type: none"> Review and make any necessary improvements to performance management arrangements for all staff in SOS 	NW with HS, SB, AB	<ul style="list-style-type: none"> Calendar in place. Performance management is in place for all staff including a review of JDs, clear objectives set for all staff and mid -year review dates tabled. Evidence from the monitoring is used to write an evidence based and accurate SEF. 	See Quality of Education	June 2019 – May. 2019 Review June 2020	<ul style="list-style-type: none"> Exec HT checks that the calendar is followed. SEF SIP visits
12. Expand provision for securing staff wellbeing including workload management especially in light of the restructuring.	<ul style="list-style-type: none"> Review impact of existing arrangements eg. TST, EAP to ensure they are effective Carry out wellbeing surveys each term to ensure support structures are effective in mitigating any negative effects from the reorganisation promptly and pro-actively 	JW with FS	<ul style="list-style-type: none"> Positive wellbeing reported in staff satisfaction surveys Reduced staff absence Improved staff effectiveness in pupil behaviour management 	Team building days	Surveys in October 19, March 20 and June 20.	Survey reports Absence data

Leadership and Management

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	<ul style="list-style-type: none"> Organise a team building day for new finance and business team. 					
13. Develop external links (groups of schools and other institutions) that are mutually enriching.	<ul style="list-style-type: none"> Establish what outcomes we want from external partnerships in line with our development priorities Review value of current external partnerships Further develop the collaboration with sweet Tree Farming to successfully incorporate the new 3rd partner (Totteridge academy) Develop further the new partnership with Shaftesbury School, in particular, and the rest of Brent, Harrow & Herts. Special school's Assessment group. Research and identify possible new partnerships. 	KG with Anahita	<ul style="list-style-type: none"> Partnerships result in expanded curriculum offer Quality of learning is outstanding Staff capacity and skills increase 	Meeting times	Sept 19 – June 21	Self-Reviews Joint reviews with partners Pupil surveys Pupil progress Staff surveys
14. Ensure governance secure outstanding levels of accountability and strategic leadership at all levels of the	<ul style="list-style-type: none"> Trustees agree priorities for development of the governance of the organisation Produce delegated scheme of authority 	TRUSTEES	<ul style="list-style-type: none"> Self-review places the Trustees' performance in the outstanding category (Help 		Priorities by Sept 2019 Delegated scheme and	Help the Hospices Audit Ofsted

Leadership and Management

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organisation.	<ul style="list-style-type: none"> Develop overarching 3/5 year strategic plan Termly Trustee/SLT interaction sessions Agree trustee training plan with allocated budget 		<ul style="list-style-type: none"> the Hospices Audit) Delegated scheme and Strategic plan agreed by July 19 Ofsted judges governance as outstanding 		<p>strategic plan by May 2019</p> <p>Trustee/SLT sessions to start from Spring term</p>	
15. Improve financial reporting arrangements		VD				